

**GCSE**

**Geography B**

Unit **B563/02**: Key Geographical Themes (Higher Tier)

General Certificate of Secondary Education

**Mark Scheme for June 2016**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.















All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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## Annotations

Annotation	Meaning
	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Correct response
	Incorrect response
	Information omitted
	Unclear
	Open bracket
	Close bracket
	Development
	Example/reference
	Relevant place detail
	Level 1
	Level 2
	Level 3
	Just

**Awarding Spelling, Punctuation and Grammar to scripts with a coversheet**

If a script has a **scribe cover sheet** it is vital to check which boxes are ticked and award as per the instructions and grid below

- a. Assess the work for SPaG in accordance with the normal marking criteria. The initial assessment must be made as if the candidate had not used a scribe (or word processor) and was eligible for all the SPaG marks.
- b. Check the cover sheet to see what has been dictated (or what facilities were disabled on the word processor) and therefore what proportion of marks is available to the candidate.
- c. Convert the SPaG mark to reflect the correct proportion using the conversion table given below.

SPaG mark awarded	Mark if candidate eligible for one third (eg grammar only)	Mark if candidate eligible for two thirds (eg grammar and punctuation only)
0	0	0
1	0	1
2	1	1
3	1	2

1. If a script has a **word processor cover sheet** attached to it the candidate **can** still access SPaG marks (see point 1 above) unless the cover sheet states that the checking functionality is enabled, in which case no SPaG marks are available.
2. If a script has a **word processor cover sheet AND a scribe cover sheet** attached to it, see point 1 above.
3. If the script has a **transcript, Oral Language Modifier, Sign Language Interpreter or a Practical Assistant cover sheet**, award SPaG as normal.

## MARK SCHEME

Question			Answer/Indicative content	Mark	Guidance
1	a	i	<p><b>0 – 14:</b> decrease between 1950 and 2050 / bigger in 1950</p> <p><b>15 – 64:</b> more even age distribution / increase in older age bands or over 40 / decrease in younger age bands or under 40 or by 2050</p> <p><b>65 and over:</b> increase between 1950 and 2050</p>	3	<p>3 x 1 (✓)</p> <p>Must be comparison or change</p> <p>Accept figures if accurate</p> <p>No credit for BR or DR / life expectancy / male &amp; females</p> <p>Ignore reference to 2005</p>
		ii	<p>Birth rate decreases / less babies born</p> <p>Life expectancy increases / live longer</p>	2	2 x 1 (✓)
	b	<p>Improved healthcare provision ✓ so treatment of disease is more successful DEV</p> <p>Improved sanitation ✓ so less outbreak of disease DEV</p> <p>More care homes available ✓ so older people are taken care of DEV</p> <p>Improved standard of living / more income ✓ so people can afford to eat well / more healthily DEV</p> <p>Better access to clean / drinkable water ✓ so less susceptible to disease such as cholera DEV</p> <p>Healthier diet / better knowledge of healthy diet ✓ so less deficiency diseases / less starvation or malnutrition DEV</p> <p>Safer working conditions ✓ so less at risk of accident / death at work DEV</p> <p>Better infrastructure / evacuation plans/ stronger buildings ✓ so more able to cope with natural disasters DEV</p>	4	<p>4 x 1</p> <p>1 mark for each valid explanation (✓)</p> <p>1 mark for each valid development which must be coherently linked to the explanation identified (DEV)</p> <p>3 marks max for 'basic' ideas (i.e. without development), there must be development of at least one idea to gain 4 marks max.</p> <p>Statements may be reversed e.g. treatment of disease is more successful ✓ because there is improved healthcare provision (DEV)</p> <p>No credit for <b>decrease</b> in life expectancy</p> <p>No credit for education / houses / jobs / GDP</p>	

Question		Answer/Indicative content	Mark	Guidance
c	i	<p>Attracted to city by work ✓ in factories / informal jobs DEV            Better education for children ✓ which gives them better job prospects DEV            Housing in the city is expensive ✓ people have little money DEV            Cheap houses ✓ because made out of scrap materials DEV            Lack of housing in the city ✓ so people cannot move out of the area DEV            Low paid jobs / unemployed ✓ so cannot afford to buy a house DEV so build their own houses DEV            Left the countryside because of lack of jobs / poor health facilities / starvation / poverty ✓ but unable to get any permanent home DEV            Have relatives / know people already living there / close-knit community ✓ who help them to build a home DEV            Near to main roads / railway / CBD ✓ so easy access to jobs in factories / street selling area DEV            Near to a river ✓ for water supply DEV</p>	4	<p>4 x 1</p> <p>1 mark for each valid explanation (✓)</p> <p>1 mark for each valid development which must be coherently linked to the explanation identified (DEV)</p> <p>3 marks max for 'basic' ideas (i.e. without development), there must be development of at least one idea to gain 4 marks max.</p> <p>Statements may be reversed e.g. cannot afford to buy / rent ✓ so forced to build their own houses (DEV)</p>
c	ii	<p><b>Improvements:</b>            Build basic or better houses ✓ with running water / proper sanitation / electricity DEV            Self – help schemes for residents ✓ by providing building materials and residents build the house DEV            City authorities install basic services ✓ such as sewerage / piped water / electricity DEV            NGOs provide grants / loans to residents ✓ to set up their own businesses in area DEV            City authorities make the area part of the city ✓ so remove the danger of eviction / destruction of houses DEV            Police patrol ✓ to increase security / reduce crime DEV            Rubbish collection ✓ to reduce disease or vermin DEV</p>	4	<p>4 x 1</p> <p>1 mark for a valid description of an improvement (✓)            1 mark for a valid explanation of a difficulty (✓)</p> <p>1 mark for each valid development which must be coherently linked to the description or explanation identified (DEV)</p> <p>1 mark reserve for difficulty and improvement</p> <p>If more than one way described credit highest scoring</p> <p>Credit physical improvements to the area (e.g. build school) but not benefits to individuals (e.g. educate people)</p>

Question	Answer/Indicative content	Mark	Guidance
d	<p><b>Difficulties:</b>  Temporary homes may be demolished to make way for new buildings ✓ so residents have to leave their homes  DEV  Government / city authorities cannot afford improvements  ✓ because it is expensive / they don't have enough money  DEV  Improvements in the area attract even more migrants ✓ so problem of temporary accommodation is not solved  DEV  Redevelopment breaks up communities ✓ splitting up social networks and local business markets  DEV</p> <p><b>CBD</b> is in the <b>centre</b> of both  <b>Poor quality housing</b> is around CBD in MEDC &amp; further out / edge of city in LEDC  <b>High quality housing</b> is near CBD in LEDC &amp; on edge of city / in the suburbs in MEDC  <b>Industry</b> is grouped in LEDC &amp; more spread / on outskirts or inner city in MEDC  <b>Squatter settlements</b> (in LEDC) but not in MEDC / only in LEDC</p> <p><b>Inner city:</b> high quality housing in LEDC &amp; poor quality / old or terraced housing in MEDC  <b>Inner suburbs:</b> poor quality housing in LEDC &amp; semi-detached housing in MEDC  <b>Outer suburbs:</b> squatter settlements in LEDC &amp; high quality housing / industrial estates in MEDC</p>	4	<p>4 x 1</p> <p>1 mark for each idea (✓)  No DEV required</p> <p>Must be comparison and refer to location (except for squatter settlements)</p> <p>No credit for explanation</p>

Question	Answer/Indicative content	Mark	Guidance
e	<p><b>Case study: example of international migration</b></p> <p><b>Indicative content</b> Example of migration may be between any two countries</p> <p>Causes of migration could include push and pull factors, including standard of living, job opportunities, access to amenities, conflict, natural hazards.</p> <p>Attempts to manage migration can be to promote or discourage it, including quotas, visa requirements, border enforcement, deportation, free movement within the EU, points system for work permits.</p> <p><b>Level 3 (7–9 marks)</b></p> <p>A comprehensive and place specific answer including <b>well developed</b> ideas which <b>both</b> explain the causes <b>and</b> describe attempts to manage migration between two countries.</p>	9	<p>Case study will be marked using 3 levels:</p> <p>Annotate with <b>L3</b>, <b>L2</b> or <b>L1</b> at the end of the answer Use DEV in the answer to show development Use <b>PLC</b> to indicate place specific detail at Level 3</p> <p>Use <b>EG</b> to indicate example of migration between <b>two countries</b></p> <p>Credit example wherever it appears in the answer</p> <p><i>Note carefully:</i> <i>Answer consistently meets the criteria for the level</i> <i>Award mark at <b>top</b> of level</i></p> <p><i>Answer meets the criteria but with some inconsistency</i> <i>Award mark at <b>middle</b> of level</i></p> <p><i>Answer just meets the criteria for the level</i> <i>Award mark at <b>bottom</b> of level</i></p> <p><b>Level 3 = 7-9 marks</b></p> <p>Developed ideas from <b>both</b> question foci to give a <b>comprehensive</b> answer and <b>place specific</b>. Annotate place detail as PLC</p> <p>At least 3 developed ideas from both question foci and relevant place specific details credited at <b>middle or top</b> of level. Amount of relevant place specific detail determines credit at <b>middle or top</b> of level</p> <p>At least 3 developed ideas and named example which must include one developed idea from both question foci credited at <b>bottom</b> of level</p>



Question	Answer/Indicative content	Mark	Guidance
	<p><b>Level 2 (4–6 marks)</b></p> <p>Demonstrates sound knowledge through <b>developed</b> ideas which explain the causes <b>and/or</b> describe attempts to manage migration between two countries.</p> <p><b>Level 1 (1–3 marks)</b></p> <p>Demonstrates limited knowledge through <b>simple / undeveloped</b> ideas explain the causes <b>and/or</b> describe attempts to manage migration between two countries.</p> <p><b>0 marks</b></p> <p>No evidence submitted or the response does not address the question.</p> <p><b>Spelling, punctuation and grammar (SPaG)</b> are assessed using the separate marking grid on page 24.</p>	3	<p><b>Level 2 = 4-6 marks</b></p> <p><b>Developed</b> ideas from <b>either</b> question focus. Annotate each idea as DEV</p> <p>At least 3 developed ideas and named example credited at <b>top</b> of level. Developed ideas can be for either question focus</p> <p>Developed ideas but no named and located example / wrong named or located example, including <b>internal migration</b>, credited <b>up to middle</b> of level</p> <p>One developed idea credited at <b>bottom</b> of level</p> <p><b>Level 1 = 1-3 marks</b></p> <p><b>Simple</b> ideas which are not developed from either question focus</p> <p>At least 3 simple ideas and named example credited at <b>top</b> of level</p> <p>Simple ideas but with no named example credited <b>up to middle</b> of level</p> <p>Appropriate named example only credited at <b>bottom</b> of level. Annotate EG</p> <p><b>No credit = 0 marks</b></p> <p>No example and irrelevant answer</p>

Question		Answer/Indicative content	Mark	Guidance
2	a	<p>There is a positive relationship / more at risk areas correlate to more drought events / some relationship / not perfect relationship</p> <p>N America: no risk &amp; 3 drought events Australia; no risk &amp; 1-2 drought events Europe: no risk &amp; 0-2 drought events Africa: high risk &amp; 0-3 drought events S America: low risk &amp; 0-3 drought events Asia: medium risk &amp; more than 3 / most drought events</p> <p>High risk areas suffered one to three drought events Medium risk areas suffered three or more / most drought events Low risk areas suffered one or two drought events Little or no risk areas suffered no drought events</p>	3	<p>3 x 1 (✓)</p> <p>No credit for MEDC / LEDC</p> <p>Need risk and number of events</p>
	b	<p>Overgrazing/rearing too many cattle on land ✓ so little grass grows and soil erosion DEV</p> <p>Over cultivation / growing crops on dry land ✓ so soil becomes infertile / dries up DEV</p> <p>Deforestation / cutting down trees ✓ so land exposed to erosion DEV</p> <p>Irrigation ✓ so water table falls / rivers dry up DEV</p> <p>Water extraction / over-extraction for settlements ✓ so water table falls/rivers dry up DEV</p> <p>War/civil war prevents movement of people ✓ so they cannot get to water sources DEV</p> <p>Migration of large number of people ✓ so insufficient supplies due to population pressure DEV</p> <p>Wasting water / using too much water ✓ by sprinklers in hotels DEV</p> <p>Greenhouse gas emissions / named gas ✓ causing global warming DEV</p>	4	<p>4 x 1</p> <p>1 mark for each valid explanation (✓)</p> <p>1 mark for each valid development which must be coherently linked to the explanation identified (DEV)</p> <p>3 marks max for 'basic' ideas (i.e. without development), there must be development of at least one idea to gain 4 marks max.</p> <p>Statements may be reversed e.g. water table falls / rivers dry up ✓ because of irrigation / using groundwater for farming (DEV)</p>

Question	Answer/Indicative content	Mark	Guidance
c	<p>Building a dam ✓ so less water supply in other areas DEV  MNCs use water to generate power ✓ so less water available for locals DEV  People use / drink dirty water ✓ they become ill DEV  Poor management / lack of preparation ✓ so water not available in drought DEV</p> <p>Less rainfall than normal / prolonged reduction of rain / long period with little or no rainfall  Long period of hot weather / heatwave</p> <p>El Nino effect  trade winds reverse direction  Descending dry cold air  In Australia, SE Asia</p> <p>Anticyclones / blocking high pressure  In UK</p> <p>La Nina effect  Lower sea temperatures  Causes failure of seasonal rains  In Pacific</p> <p>ITCZ doesn't move as far north / disruption of Hadley cell  In Sahel</p> <p>Less moisture in atmosphere / low humidity (due to deforestation)  Global warming <b>causing</b> poleward movement of sub-tropical dry belts</p>	4	<p>4 x 1</p> <p>1 mark for each valid description (✓)</p> <p>1 mark for each valid development which must be coherently linked to the description identified (DEV)</p> <p>Can score maximum marks without need for DEV</p> <p>^ No / little rainfall  ^ Hot weather  ^ Global warming</p>



Question	Answer/Indicative content	Mark	Guidance
f	<p>Concrete /strong shelter ✓ so can withstand storm / will last DEV            Cheap to build ✓so affordable in LEDCs DEV            Large shelter ✓ so will accommodate a lot of people / fewer people injured, missing or killed DEV            High above the ground / on stilts / on platform ✓ so not affected by storm surge / flooding DEV            Shelters should contain a 'killa' for livestock ✓ so people don't have to leave livestock unprotected / wont fear livestock will be stolen DEV            Shelters should contain separate facilities for males and females ✓ to overcome cultural barriers DEV            Shelter is near to homes ✓ so easy access by walking or bike / don't need car DEV            Windows are covered ✓ to protect people from flying debris DEV            Shelter contains sirens ✓ to warn people DEV</p>	4	<p>2 x 2</p> <p>1 mark for each method explained (✓)</p> <p>1 mark for each valid development which must be coherently linked to the method explained (DEV)</p> <p>Statements may be reversed e.g. it is affordable in LEDCs ✓ because it is cheap to build (DEV)</p>
g	<p><b>Case study: example of a tectonic hazard event in an LEDC</b></p> <p><b>Indicative content</b>            Tectonic hazard may be an earthquake or a volcanic eruption which must be located in an LEDC.            Accept tsunami if related to earthquake</p> <p>Causes such as plate movement at different types of boundary, subduction, transverse, collision (must relate to named example)</p> <p>Impact must be on people and may include deaths, injuries, damage to buildings and infrastructure, economy.</p>	9	<p>Case study will be marked using 3 levels:</p> <p>Annotate with <b>L3</b>, <b>L2</b> or <b>L1</b> at the end of the answer            Use DEV in the answer to show development            Use <b>PLC</b> to indicate place specific detail at Level 3</p> <p>Use <b>EG</b> to indicate example of located tectonic hazard</p> <p>Credit example wherever it appears in the answer</p> <p><i>Note carefully:</i>  <i>Answer consistently meets the criteria for the level</i>  <i>Award mark at <b>top</b> of level</i></p> <p><i>Answer meets the criteria but with some inconsistency</i>  <i>Award mark at <b>middle</b> of level</i></p>

Question	Answer/Indicative content	Mark	Guidance
	<p><b>Level 3 (7–9 marks)</b></p> <p>A comprehensive and place specific answer including <b>well developed</b> ideas which <b>both</b> explain the causes of the hazard <b>and</b> describe its impacts on people.</p> <p><b>Level 2 (4–6 marks)</b></p> <p>Demonstrates sound knowledge through <b>developed</b> ideas which explain the causes of the hazard <b>and/or</b> describe its impacts on people.</p>		<p><i>Answer just meets the criteria for the level</i> <i>Award mark at <b>bottom</b> of level</i></p> <p><b>Level 3 = 7-9 marks</b></p> <p>Developed ideas from <b>both</b> question foci to give a <b>comprehensive</b> answer and <b>place specific</b>. Annotate place detail as PLC</p> <p>At least 3 developed ideas from both question foci and relevant place specific details credited at <b>middle or top</b> of level. Amount of relevant place specific detail determines credit at <b>middle or top</b> of level</p> <p>At least 3 developed ideas and named example which must include one developed idea from both question foci credited at <b>bottom</b> of level</p> <p><b>Level 2 = 4-6 marks</b></p> <p><b>Developed</b> ideas from <b>either</b> question focus. Annotate each idea as DEV</p> <p>At least 3 developed ideas and named example credited at <b>top</b> of level. Developed ideas can be for either question focus</p> <p>Developed ideas but no named and located example / wrong named or located example, credited <b>up to middle</b> of level</p> <p>A developed answer which focuses on a tectonic hazard in an <b>MEDC</b> cannot gain full Level 2 credit.</p> <p>One developed idea credited at <b>bottom</b> of level</p>

Question	Answer/Indicative content	Mark	Guidance
	<p><b>Level 1 (1–3 marks)</b></p> <p>Demonstrates limited knowledge through <b>simple / undeveloped</b> ideas which explain the causes of the hazard <b>and/or</b> describe its impacts on people.</p> <p><b>0 marks</b> No evidence submitted or the response does not address the question.</p> <p>Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 24.</p>	<b>3</b>	<p><b>Level 1 = 1-3 marks</b></p> <p><b>Simple</b> ideas which are not developed from either question focus</p> <p>At least 3 simple ideas and named example credited at <b>top</b> of level</p> <p>Simple ideas but with no named example credited <b>up to middle</b> of level</p> <p>Appropriate named example only credited at <b>bottom</b> of level. Annotate EG</p> <p><b>No credit = 0 marks</b> No example and irrelevant answer</p>

Question			Answer/Indicative content	Mark	Guidance
3	a	i	Sri Lanka	1	(✓)
		ii	<p>Tanzania has larger OR Germany has smaller proportion / percentage of primary workers OR Tanzania has more primary workers / Germany has less primary workers</p> <p>Germany has larger OR Tanzania has smaller proportion / percentage of secondary workers OR Germany has more secondary workers/ Tanzania has less secondary workers</p> <p>Germany has larger OR Tanzania has smaller proportion / percentage of tertiary workers OR Germany has more tertiary workers / Tanzania has less tertiary workers</p> <p>Can link two statements together for 1 mark e.g. In Tanzania most employment is primary In Germany most employment is tertiary</p>	2	<p>2 x 1 (✓)</p> <p>Need comparison Credit percentages / fractions if accurate</p>
	iii	<p>Tanzania is an LEDC ✓ Many people in Tanzania are farmers ✓ and grow crops to feed their families DEV Cannot afford to import food into Tanzania ✓ so have to grow their own DEV Little mechanisation of farming in Tanzania ✓ so many people still employed in farming</p> <p>Germany is an MEDC ✓ Higher standard of living / more disposable income in Germany ✓ so greater demand for services / retail DEV Germany imports primary products ✓ so no need to produce them in the country DEV Better education in Germany ✓ so more skilled workforce / can provide more services DEV Many jobs in factories / shops / tourism in Germany ✓ More technology ✓ so more jobs in IT DEV</p>	4	<p>2 x 2</p> <p>1 mark for each reason identified (✓)</p> <p>1 mark for each valid explanation which must be coherently linked to the reason identified (DEV)</p> <p>Statements may be reversed e.g. greater demand for services in Germany ✓ because there is a higher standard of living / more disposable income (DEV)</p> <p>No credit for reference to primary / secondary / tertiary employment – need why</p> <p>Not poorer / richer for LEDC / MEDC</p>	



Question	Answer/Indicative content	Mark	Guidance
<b>b</b>	Involves research Development / improvement / discovery of a new product Uses high technology / information technology / expensive technology Needs skilled / educated employees	<b>2</b>	(✓)  2 x 1  ^ Development
<b>c</b>	Bulky / heavy raw materials / near to raw materials ✓ which will reduce transport costs DEV Near / large market for product ✓ because it quicker / cheaper to get product to customers DEV Government loans / capital grants ✓ which reduce costs / increase profits DEV A skilled / highly trained / motivated workforce ✓ will allow efficient production / reduce possibility of industrial action DEV Cheap / reliable power supply ✓ especially if the industry uses a lot of power / electricity in production DEV Flat land / large site / cheap land ✓ so it is easy to build a large factory DEV Pleasant / countryside environment ✓ to attract high technology or footloose industries which can locate anywhere DEV Good road / rail / sea links ✓ to bring raw materials to the factory / distribute products to markets DEV Many unemployed people / large workforce ✓ who will work for low wages DEV Cheap to employ workforce ✓ will increase profits DEV Less pollution controls ✓ so cheaper production cost DEV Less laws to protect workers ✓ so can pay low wages DEV	<b>4</b>	(✓)  2 x 2  1 mark for each factor described (✓)  1 mark for each valid explanation which must be coherently linked to the factor identified (DEV)  ^ Good transport / communications / accessible ^ Large population

Question	Answer/Indicative content	Mark	Guidance
d	<p>Giving people <b>clean water</b> ✓ so they don't catch diseases DEV such as typhoid DEV</p> <p><b>Building emergency shelters / shelters for people to live in</b> / provide <b>temporary accommodation</b> ✓ to give protection against cold or rain / whilst homes are re-built / reduce homelessness DEV</p> <p><b>Distributing food / food to refugees / victims / children</b> ✓ to reduce malnutrition / starvation / susceptibility to disease DEV</p> <p><b>Improving hygiene / people can be clean</b> ✓ to prevent infection / to improve sanitation DEV</p>	4	<p>4 x 1</p> <p>1 mark for each valid explanation (✓)</p> <p>1 mark for each valid development which must be coherently linked to the explanation identified (DEV)</p> <p>3 marks max for 'basic' ideas (i.e. without development), there must be development of at least one idea to gain 4 marks max.</p> <p><b>No credit for copying words in Fig. 12</b></p> <p>Only credit ideas once, especially for water &amp; hygiene kits</p>
e	<p>Doesn't reach the people who need it ✓ due to poor infrastructure / corruption/ war DEV</p> <p>Aid may be tied to donor country ✓ and has to be used to buy goods/services/arms from donor DEV</p> <p>Creates dependency on aid ✓ so government loses incentive to make long-term plans DEV</p> <p>If used inappropriately benefits are short-lived ✓ so does not encourage long-term planning DEV</p> <p>Aid may be directed to capital-intensive project ✓ which may not help local people</p> <p>Large-scale scheme may damage the environment / lead to resource depletion ✓ such as deforestation, soil erosion DEV</p> <p>Loans have to be repaid ✓ which may result in future debt DEV</p> <p>Level of aid cannot be sustained ✓ due to compassion fatigue in donor countries DEV</p> <p>Aid will run out / stop ✓ so country goes back to same situation DEV</p>	4	<p>4 x 1</p> <p>1 mark for each valid explanation (✓)</p> <p>1 mark for each valid development which must be coherently linked to the explanation identified (DEV)</p> <p>3 marks max for 'basic' ideas (i.e. without development), there must be development of at least one idea to gain 4 marks max</p> <p>Statements may be reversed e.g. poor infrastructure / corruption ✓ means aid doesn't reach the people who need it (DEV)</p>

Question	Answer/Indicative content	Mark	Guidance
f	<p>Takes time to be effective ✓ so will not help in short-term disaster / hardship DEV            Examples from specific schemes e.g. goats require food/vet care ✓ which people cannot afford/ is not available DEV            eg overgrazing by goats ✓ results in desertification DEV</p> <p><b>Case study: economic activity and the environment</b></p> <p><b>Indicative content</b>            The chosen economic activity may be primary, secondary, tertiary or quaternary, including farming, mining, manufacturing, factory, services, tourism in any location.</p> <p>It can be any activity that involves the production, distribution or consumption of goods and services</p> <p>If more than one economic activity, credit the best activity.</p> <p>Effects on the physical environment could be air/water/noise pollution, visual intrusion, loss of wildlife/habitats, soil erosion, landscape degradation, global warming, acid rain.</p> <p>NOT effects on people            NOT aid as an economic activity</p> <p>Ideas to manage conflict could be pollution controls, research into 'green' technology, planning of economic activity, soil conservation, international agreements.</p>	9	<p>Case study will be marked using 3 levels:</p> <p>Annotate with <b>L3</b>, <b>L2</b> or <b>L1</b> at the end of the answer            Use <b>DEV</b> in the answer to show development            Use <b>PLC</b> to indicate place specific detail at Level 3</p> <p>Use <b>EG</b> to indicate located example of economic activity</p> <p>Credit example wherever it appears in the answer</p> <p><i>Note carefully:</i>  <i>Answer consistently meets the criteria for the level</i>  <i>Award mark at <b>top</b> of level</i></p> <p><i>Answer meets the criteria but with some inconsistency</i>  <i>Award mark at <b>middle</b> of level</i></p> <p><i>Answer just meets the criteria for the level</i>  <i>Award mark at <b>bottom</b> of level</i></p>

Question	Answer/Indicative content	Mark	Guidance
	<p><b>Level 3 (7–9 marks)</b></p> <p>A comprehensive and place specific answer including <b>well developed</b> ideas which <b>both</b> describe how the economic activity has affected the physical environment <b>and</b> explain how the conflict between the economic development and the environment has been managed sustainably.</p> <p><b>Level 2 (4–6 marks)</b></p> <p>Demonstrates sound knowledge through <b>developed</b> ideas which <b>both</b> describe how the economic activity has affected the physical environment <b>and/or</b> explain how the conflict between the economic development and the environment has been managed sustainably.</p> <p><b>Level 1 (1–3 marks)</b></p> <p>Demonstrates limited knowledge through <b>simple / undeveloped</b> ideas which describe how the economic activity has affected the physical environment <b>and/or</b></p>		<p><b>Level 3 = 7-9 marks</b></p> <p>Developed ideas from <b>both</b> question foci to give a <b>comprehensive</b> answer and <b>place specific</b>. Annotate place detail as PLC</p> <p>At least 3 developed ideas from both question foci and relevant place specific details credited at <b>middle or top</b> of level. Amount of relevant place specific detail determines credit at <b>middle or top</b> of level</p> <p>At least 3 developed ideas and named example which must include one developed idea from both question foci credited at <b>bottom</b> of level</p> <p><b>Level 2 = 4-6 marks</b></p> <p><b>Developed</b> ideas from <b>either</b> question focus. Annotate each idea as DEV</p> <p>At least 3 developed ideas and named example credited at <b>top</b> of level. Developed ideas can be for either question focus</p> <p>Developed ideas but no named and located example / wrong named or located example credited <b>up to middle</b> of level</p> <p>One developed idea credited at <b>bottom</b> of level</p> <p><b>Level 1 = 1-3 marks</b></p> <p><b>Simple</b> ideas which are not developed from either question focus</p>

Question	Answer/Indicative content	Mark	Guidance
	<p>explain how the conflict between the economic development and the environment has been managed sustainably.</p> <p><b>0 marks</b> No evidence submitted or the response does not address the question.</p> <p><b>Spelling, punctuation and grammar (SPaG)</b> are assessed using the separate marking grid on page 24.</p>	<p><b>3</b></p>	<p>At least 3 simple ideas and named example credited at <b>top</b> of level</p> <p>Simple ideas but with no named example credited <b>up to middle</b> of level</p> <p>Appropriate named example only credited at <b>bottom</b> of level. Annotate EG</p> <p><b>No credit = 0 marks</b> No example and irrelevant answer</p>

**Spelling, punctuation and grammar (SPaG) assessment grid**

<b><i>High performance 3 marks</i></b>
Candidates spell, punctuate and use rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.
<b><i>Intermediate performance 2 marks</i></b>
Candidates spell, punctuate and use rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<b><i>Threshold performance 1 mark</i></b>
Candidates spell, punctuate and use rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

**The use of 0(zero) marks.**

0 marks should be awarded when

- The candidate writes nothing;
- The candidate's response bears no relation to the question;
- The candidate's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning.

Maximum of 1 mark if candidate has only written one sentence

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